

# Title II of the Higher Education Act Institutional Report APPENDIX C

## Annual Institutional Questionnaire on Teacher Preparation: Academic year: 2001-2002

Office of Postsecondary Education, U.S. Department of Education  
Report Year 3: (Fall 2001, Winter, 2002, Summer 2002)

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### Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

### Section I. Pass rates.

**Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program**

<i>Table C-1</i>	<i>HEA - Title II 2001-2002 Academic Year</i>	
Institution Name	Central Methodist College	
Institution Code	6089	
State	Missouri	
Number of Program Completers Submitted	121	
Number of Program Completers found, matched, and used in passing rate Calculations <sup>1</sup>	116	Statewide

<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
<b>Professional Knowledge</b>							
<b>Academic Content Areas</b>							
Biology: Content Knowledge, Part 1	231	2			62	58	
Early Childhood Education	020	24	20	83%	295	288	98%
Education in the Elementary School	010	1			3		
Elem Edu: Curriculum, Instruction, and Assessment	011	61	54	89%	1679	1606	96%
English Lang., Lit. and Comp. : Content Knowledge	041	1			192	191	99%
Mathematics: Content Knowledge	061	1			97	91	94%
MS English-Language Arts: Content Knowledge	049	3			31	30	97%
MS Mathematics: Content Knowledge	069	1			51	49	96%
MS Science: Content Knowledge	439	2			39	97	95%
Music Education: Content Knowledge	113	5			124	124	100%
Physical Education: Content Knowledge	090	12	9	75%	214	205	96%
Social Studies: Content Knowledge	081	3			276	270	98%
<b>Other Content Areas</b>							
<b>Teaching Special Populations</b>							

**Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program**

<i>Table C-2</i>	<i>HEA - Title II 2001-2002 Academic Year</i>						
Institution Name	Central Methodist College						
Institution Code	6089						
State	Missouri						
Number of Program Completers Submitted	121						
Number of Program Completers found, matched, and used in passing rate Calculations <sup>1</sup>	116						
	Statewide						
<i>Type of Assessment</i> <sup>2</sup>	<i>Number Taking Assessment</i> <sup>3</sup>	<i>Number Passing Assessment</i> <sup>4</sup>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i> <sup>3</sup>	<i>Number Passing Assessment</i> <sup>4</sup>	<i>Statewide Pass Rate</i>	
Aggregate - Basic Skills							
Aggregate - Professional Knowledge				10	9	90%	
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	116	101	87%	3275	3155	96%	
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)				156	156	100%	

Aggregate - Teaching Special Populations (Special Education, ELS, etc.)				270	256	95%
Aggregate - Performance Assessments						
<b>Summary Totals and Pass Rates<sup>5</sup></b>	116	101	87%	3711	3575	96%

<sup>1</sup> The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

<sup>2</sup> Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

<sup>3</sup> Number of completers who took one or more tests in a category and within their area of specialization.

<sup>4</sup> Number who passed all tests they took in a category and within their area of specialization.

<sup>5</sup> Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

## **Section II. Program information.**

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2001-2002, including all areas of specialization.

1. Total number of students enrolled during 2001-2002: **498**

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2001-2002? **155**

3. Please provide the numbers of supervising faculty who were:

**5** Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

**10** Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

**56** Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2001-2002: **21**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **7.4**

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: **40** hours. The total number of weeks of supervised student teaching required is **8**  
The total number of hours required is **320** hours.

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

- ☒ Yes    ☐ No
7. Is your teacher preparation program currently under a designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)? ☐ Yes    ☒ No

NOTE: See appendix A of the guide for the legislative language referring to “low-performing” programs.

### **Section III. Contextual information (optional).**

**A. Please use this space to provide any additional information that describes your teacher preparation program(s).**

**B. Missouri has asked each institution to include at least the following information.**

#### **1. Institution Mission**

##### **Values**

Central Methodist College affirms its Wesleyan heritage and its unique place as the only United Methodist-related college in Missouri. The location of its main campus in a small, historic, rural community provides an opportunity for students to live and to learn in a safe setting. The college values its strong liberal arts tradition, providing a foundation for excellent professional programs. CMC and its outreach activities foster an environment in which a diverse student body can develop intellectually, socially, and spiritually. College life emphasizes honesty, integrity, civility, and a strong sense of personal responsibility as integral elements of character and leadership. Central Methodist College nurtures a spirit of community and caring among students, faculty, and staff.

##### **Mission**

Central Methodist College integrates a high quality liberal arts education and professional preparation to promote character and leadership through lifelong learning, social responsibility, and service.

#### **2. Educational Philosophy**

##### **Educational Goals**

The Central Methodist College experience engenders, through the academic program and opportunities for practical experiences, student growth in knowledge, personal integrity, spirituality, and professional competence. In addition, students are challenged to develop a sense of global citizenship and a commitment to the betterment of the world. Students with a CMC education are prepared to:

##### **Academic Goals**

- Demonstrate knowledge of the liberal arts and academic specialties as well as technical skills and professional competencies.
- Think critically and conceptually and apply their knowledge and skills to the solving of problems.
- Communicate accurately and effectively through listening, speaking, and writing.

##### **Character Goals**

- Continue to develop self-knowledge, confidence, and a sense of honor and commitment by assuming responsibility and leadership in the service of others.

- Seek an understanding of ideas, issues, and events within and beyond their immediate community and appreciate the gifts of diversity.
- Evaluate their personal strengths and abilities, and explore appropriate career choices in a changing world.
- Have the courage to make decisions based on considerations of ethical, aesthetic, economic, and environmental consequences.
- Commit themselves to a life exemplifying values in relationships with self, family, church, college, and community.

### **3. Conceptual Frameworks**

#### **Our Beliefs About Teaching & Learning**

##### **What Pre-Service Teachers Should Know About .....**

#### **Content, Learning, and Pedagogy.....**

Students build new knowledge and skills based upon prior experience and learning.

Learning occurs as an active intellectual process.

Students learn the content and processes of academic disciplines by employing strategies of experts.

Curriculum and teaching methods reflect the content of local, state, and national standards, learned societies, and the interests and readiness of the learners.

#### **Their Future Students.....**

Learners, from birth through high school, are complex individuals.

Learners exhibit common traits of development.

Use a variety of assessment techniques clarifies individual and developmentally determined traits of learners.

Classroom management strategies are based upon knowledge of theories of motivation as well as developmentally appropriate practices

#### **To Become Reflective Practitioners.....**

Early and frequent field experiences provide opportunities to apply and reflect upon their pre-professional knowledge base.

A repertoire of reflective techniques to provide opportunities to refine teaching plans throughout the process of lesson design, execution, and evaluation.

A repertoire of reflective techniques gives learners the skills to reflect upon their work.

Portfolios capture the evidence of growth.

### **4. Program completers who teach in the private schools and out of state (list by Private schools and out-of-state give Names & SS#'s, we do not need names of schools)**

**Private Schools:** 1

**Out-of-State:**